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ABSTRACT

The curriculum guide for teachers of trainable mentally retarded (TMR) children identifies numerous skills appropriate to three developmental levels (level one, chronological age (CA) 4 to 10 years and mental age (MA) 1 to 5 years; level two, CA 10 to 15 years and MD 3.5 to 7 years; level three, CA 15 to 18 years and MA 5 to 8 years) in the areas of self help, communication, socialization, physical and motor development, cultural arts, and practical occupational skills. Briefly discussed are use of audiovisual materials, field trips, rest periods, medications, visitation, individualized instruction, duties of teacher aides, and ways of evaluating the progress of TMR children such as language tapes, anecdotal records, and work samples. The exceptional child profile is charted which allows teachers to plot achievements in such areas as height, mental ability, language development, and motor coordination. Also provided is a model TMR progress report which presents an extensive checklist of skills in the areas of self help, communication, social behavior, physical development, reading, writing, arithmetic, music, and practical (economically useful) skills. Appendixes include a list of functional words, a chart of appropriate TMR mental age levels for various instructional tasks, height and weight charts, and recommendation for instructional equipment and supplies. (GW)

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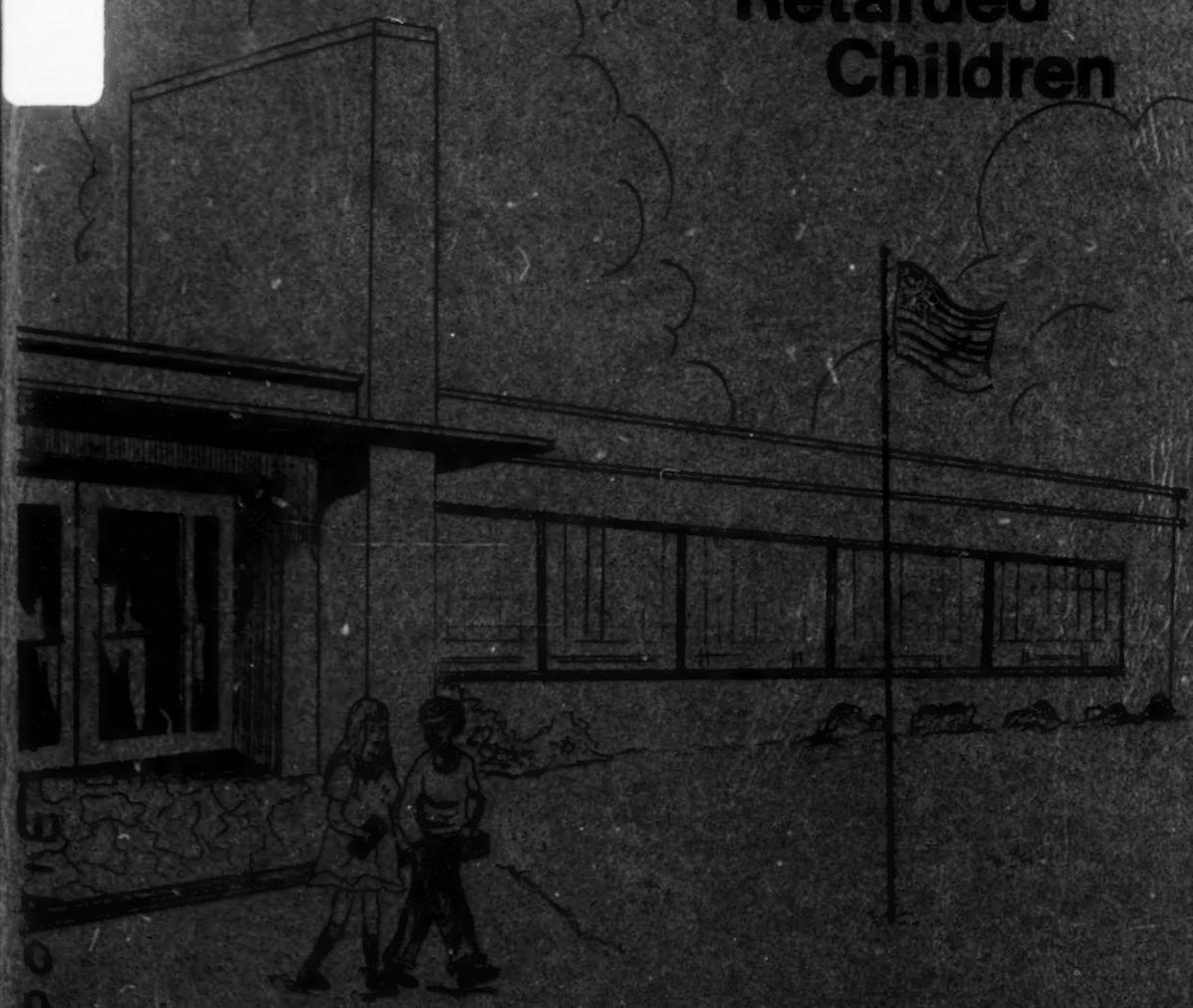
Curriculum Guide for Teachers of Trainable Mentally Retarded Children



DIVISION FOR EXCEPTIONAL CHILDREN
State Department of Public Instruction
Raleigh, North Carolina

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CURRICULUM GUIDE FOR TEACHERS

OF

TRAINABLE MENTALLY RETARDED CHILDREN

AUGUST 1972

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FOREWORD

A curriculum guide is by nature and intent a practical working plan by which appropriate educational and training objectives are implemented. As a foreword to such a guide, it is realistic to recognize the teacher as the most important factor in the success of an educational program. Teaching is basically a human relationship. Teachers and children interact in terms of their feelings and expectations of themselves and each other. Children are sensitive and responsive to the teacher's attitude and to the climate for learning which the teacher creates. Curriculum content, in addition to methods and materials for instruction, is dependent upon the quality of the human relationships in the classroom for optimum usefulness. The responsibility for the most effective use of this Guide lies in the professional hands and hearts of our teachers.

A. Craig Phillips
State Superintendent of Public Instruction

August 1972

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The publication of this curriculum guide was coordinated by Frederic M. McCutchen of the Division for Exceptional Children, North Carolina State Department of Public Instruction.

INTRODUCTION

As our population increases so does the population of the trainable mentally retarded. Therefore, it should not come as a surprise that the goals and directions for our mentally retarded population are also changing and becoming more sophisticated. To be more specific we find our mentally retarded population appearing as an important economic factor in the total gross national product of our nation. As we should expect, this change in human goals and direction is also influencing the once sheltered lives of one of the most limited portions of our population -- the trainable mentally retarded.

Our plans and life-direction for our mentally retarded individuals demand that alterations be made. One of the primary reasons for making changes is due in part to society's acceptance of these individuals as evidenced by provisions established to meet the needs of the retarded in the local community. Community acceptance has in turn affected the role of the residential institution and is allowing mentally retarded individuals to remain in our local communities instead of living within the confines of an institution.

With the number of trainable children increasing in our schools there is a definite need to reinforce thier limited learning abilities. We who work with trainable children are finding many areas of accomplishment, heretofore thought of as being impossible, at their limited achievement level. As a result of the increase in the demand and need for educational services for the mentally retarded, it becomes increasingly

important for our programs to afford more diversified planning in the total educational program for our less able children. With these concepts in mind, we are hopeful that more meaningful programs for trainable children will increase throughout the State of North Carolina.

DEFINITION OF TRAINABLE MENTALLY RETARDED

In recent years several definitions of the meaning of "trainable mentally retarded" have been offered. For example, the American Association on Mental Deficiency defines the trainable mentally retarded as "those persons whose disabilities are such that they are incapable of meaningful achievement in traditional academic subjects but who, nevertheless, are capable of profiting from programs in self-care, social and simple job or vocational skills."

The National Association for Retarded Children, the lay group which has drawn nationwide attention to the problem of mental retardation, prefers to use the term "semi-dependent" to explain that approximately four out of every thirty retarded children will become semi-dependent adults. Many may never learn to read or write, but they can learn to take care of their personal needs and help with tasks at home. Many of these trainable children will, as adults, be able to work at simple jobs in sheltered workshops or under supervision on unskilled jobs in the community. Others, for various reasons may live in an institution.

The term trainable mentally retarded designates those children who are functioning above the custodial level but are incapable of adequate performance in programs for the educable mentally retarded.

The trainable mentally retarded child's IQ falls approximately in the 30 - 50 range. His mental age at school entrance is often as low as two and one half years; it will not exceed seven or eight at adulthood. He learns at a rate of 1/3 to 1/2 that of the normal child.

Trainable mentally retarded children form a heterogeneous group in physical and psychological characteristics. Development is uneven, varying within the individual and from child to child even when IQ and chronological age are identical. Lloyd Dunn, writing in Exceptional Children in the Schools, describes the behavior of these children. Some, he says, are average in activity; some lethargic; many hyperactive. Some are easily excitable and will have a catastrophic emotional reaction to even the slightest pressure or change in routine. Others may be extremely withdrawn, even appear dazed.

Obviously, the training of these children must also vary. In general, one group does best in a calm, tightly structured educational setting, while another group may need a stimulating enriched environment to explore.

The democractic doctrine of equal educational opportunity commensurate with need and ability has only recently been extended to include the trainable mentally retarded. While it is very likely that these children may never achieve a totally independent, contributing position in society, it is a fact that with special training many of them can learn to care for their personal needs and even become partially self-supporting through performance of household tasks and assembly-line type work in a sheltered workshop. Thus the trainable program may spell the difference between institutionalization and semi-independent life in the community.

Immediate educational goals for the child enrolled in a trainable mentally retarded class must be determined by assessing his immediate life needs. Whatever will make his life or that of his family easier, safer, or more pleasant now, should be concentrated on primarily, with awareness and planning for future need.

A TOTAL COMMUNITY PROGRAM

The purpose of a program for trainable mentally retarded children is to provide these children with opportunities which will teach them to care for their personal needs, to communicate their thoughts, to control their behavior in simple social situations, and to become economically and domestically useful by performing routine tasks. In effect, the goals of a public school program should be to prepare the trainable mentally retarded for: (1) participation in sheltered workshop programs in the community, (2) employment in a sheltered environment, (3) useful living at home, or (4) possible future placement in an institution if provisions cannot be made for accommodations in the home or community.

In order to realize these goals, a total community program should be established to include:

- Inter-agency planning in order to integrate services.
- A prevention program to provide professional and parent awareness of medical and environmental prevention.
- Diagnostic and clinical services.
- Family counseling and planning.
- Preschool programs in order to initiate self-help and communication skills at the critical ages.
- Public school programs for the trainable mentally retarded.
- Recreation programs for the retarded.
- Sheltered workshops.
- Occupational placement.
- Day-care centers.

The community agencies involved in the total community program for

Long-range goals should include the development of the ability to perform self-care skills independently and routinely. These goals should include:

- Development of good, usable speech with which to express himself in matters which concern him.
- Development of adequate physical skills and improved endurance.
- Development of good work habits, attitudes, and skills.
- Acquisition of a limited amount of useful basic knowledge which might include simple number concepts, recognition of a few signs, safety procedures, etc.
- Social adjustment in the family, neighborhood, and at work.

The above should be taught through methods that involve realistic life situations for the trainable mentally retarded.

CURRICULUM

The curriculum for instruction for the trainable mentally retarded in the North Carolina Public Schools is divided into three levels: Level I, Primary; Level II, Intermediate; and Level III, Secondary; thus providing a sequential program commensurate with the child's mental ability and chronological age.

Teachers must use their professional knowledge and understanding to adapt the materials in this Guide to the individual differences of the children being taught.

Within the three levels of instruction, each child is uniquely himself, differing in abilities, experiences, motivation and personality. Indeed, it is only realistic to expect a wide range of developmental levels (mental, social, emotional and physical) within any given group of children.

It is important that children work at their success levels in each area of development to build confidence and competence within themselves. It is also important that opportunities be provided for the maximum use of all of their abilities.

Preconceived ideas of children's ceilings of functioning have no place in todays education. The philosophy of "Let's Try" and "You Can" combined with the opportunity to become involved in a flexible, creative and supportive learning atmosphere may bring children to unusual and unexpected achievement.

The following chart gives a suggested outline of the curriculum at the various levels, and on the following pages amplification of each topic may be found.

CURRICULUM FOR THE TRAINABLE MENTALLY RETARDED

(Pink) Level I C.A. 4-10 M.A. 1-5+	(Yellow) Level II C.A. 10-15 M.A. 3.5-7+	(Green) Level III C.A. 15-18 or 21 M.A. 5-8+	Post-School
TRAINING AREAS: I. Self-help Skills A. Health B. Safety C. Mobility II. Communication Skills A. Vocabulary Development B. Expressive Language Development C. Receptive Language Development D. Methods of Communication III. Social Skills A. Acceptable Behavior B. Citizenship C. Group Living D. Self-confidence IV. Physical and Motor Development A. Gross Physical and Motor Development B. Fine Physical and Motor Development C. Proper Leisure Activities V. Cultural Arts A. Music B. Art VI. Practical Occupational Skills A. Simple Housekeeping Skills B. Manual Arts C. Arts and Crafts D. Number Concepts	TRAINING AREAS: I. Self-help Skills A. Health B. Safety C. Mobility II. Communication Skills A. Vocabulary Development B. Expressive Language Development C. Receptive Language Development D. Methods of Communication III. Social Skills A. Acceptable Behavior B. Citizenship C. Group Living D. Self-confidence IV. Physical and Motor Development A. Gross Physical and Motor Development B. Fine Physical and Motor Development C. Proper Leisure Activities V. Cultural Arts A. Music B. Art VI. Practical Occupational Skills A. Housekeeping Skills B. Woodworking C. Arts and Crafts D. Measurement Concepts E. Gardening F. Job Training	TRAINING AREAS: I. Self-help Skills A. Health B. Safety C. Mobility II. Communication Skills A. Vocabulary Development B. Expressive Language Development C. Receptive Language Development D. Methods of Communication III. Social Skills A. Acceptable Behavior B. Citizenship C. Group Living D. Self-confidence IV. Physical and Motor Development A. Gross Physical and Motor Development B. Fine Physical and Motor Development C. Proper Leisure Activities V. Cultural Arts A. Music B. Art VI. Practical Occupational Skills A. Housekeeping Skills B. Woodworking C. Arts and Crafts D. Measurement Concepts E. Gardening F. Job Training	TRAINING AREAS: TO SHELTERED WORKSHOP TO HOME AND COMMUNITY TO RESIDENTIAL CENTER

LEVEL I
Chronological Age 4-10 Mental Age 1-5+

TRAINING AREAS:

I. Self-help Skills

A. Health

1. Grooming

a. Learning good posture -- sitting, standing, walking
b. Caring for clothing
   (1) Dressing unaided -- use of buttons, zippers, tying shoe laces, etc.
   (2) Recognizing function of various items of apparel
   (3) Removing and hanging up clothing
   (4) Dressing properly and suitably for occasion
   (5) Respecting clothing of others
c. Caring for teeth -- brushing teeth and establishing routine for brushing regularly
d. Caring for nails -- proper cleaning and trimming
e. Washing face and hands properly
f. Learning to blow nose and dispose of tissue properly
g. Learning to comb and brush hair
h. Learning the importance of getting enough rest and sleep

2. Eating

a. Using and manipulating table utensils, napkins, etc. properly
b. Passing items at the table
c. Securing own food in the cafeteria
d. Carrying tray to and from the table
e. Using acceptable table manners
f. Using acceptable behavior in the cafeteria
g. Washing hands properly before and after eating
h. Recognizing foods
   (1) Fruits
   (2) Vegetables
   (3) Meats
   (4) Milk and milk products
   (5) Cereals
i. Learning to eat a variety of foods
j. Learning to recognize foods for making a good breakfast, lunch and dinner

3. Toilet training

a. Establishing routine visits to bathroom
b. Using acceptable vocabulary for using the toilet
c. Telling of his needs if he cannot care for himself
d. Managing his own clothing before and after toileting
e. Using toilet tissue properly
f. Flushing toilet after using
g. Washing hands after using toilet

4. Community health and safety helpers

   a. Visiting doctor
   b. Visiting dentist
   c. Visiting nurse
   d. Visiting policemen
   e. Visiting fireman

B. Safety

1. Protecting himself and others

   a. Going up and down stairs
   b. Guarding against falls caused by misplaced toys
   c. Guarding against hazards causing burns
      (1) Matches
      (2) Overhanging pot handles
      (3) Untested bath water
   d. Guarding against hazards causing illnesses
      (1) Medicines
      (2) Cleaning fluids
      (3) Chemicals
      (4) Recognizing symbols and words such as danger, poison, stop, etc.
   e. Guarding against electrical hazards
      (1) Outlets
      (2) Broken equipment
      (3) Wet hands
      (4) Appliances in bathroom
      (5) Fans
      (6) Other appliances
   f. Holding to rail on stairs
   g. Recognizing safety signs
   h. Following directions of traffic lights and pedestrian lights
   i. Staying on sidewalks when walking
   j. Following fire drill directions quickly and routinely
   k. Avoiding playground equipment in use such as swings
   l. Learning not to throw objects
   m. Learning to put toys and materials away after use
   n. Avoiding leaning out of open windows
   o. Keeping foreign objects away from eyes, nose, mouth

2. Taking precautions

   a. Knowing dangers in over-eating and under-eating
   b. Masticating food properly
   c. Transportation
      (1) Fastening seat belts
      (2) Sitting quietly and not distracting the driver
      (3) Leaving the door and window handles alone
   d. Dialing "0" in case of an emergency and give name
   e. Approaching strange animals cautiously
   f. Using caution on ice, wet floors, waxed floors, and other slippery surfaces.
   g. Using caution in association with strangers

C. Mobility

1. Following directions
2. Getting on and off conveyances
3. Following rules of play -- no pushing, running, shoving, etc.
4. Recognizing safety signs appropriate to locality
5. Being able to give name, address, telephone number and request for help needed.
6. Being able to move between bus and classroom, cafeteria and classroom, bathroom and classroom, playground and cafeteria, etc.
7. Holding on to rails in going up and down stairs
8. Using caution on ice, wet floors, waxed floors, hot pavement, etc.
9. Knowing proper behavior in car or bus so as not to distract the driver, keeping parts of body within car, etc.

II. Communication Skills

A. Vocabulary Development

1. Learning names, address, numbers, etc.
2. Recognizing pictures
3. Enlarging vocabulary
4. Making word associations
5. Classifying

B. Receptive Language Development (listening)

1. Listening on telephones, and to television, radio, record players, tapes
2. Listening to teacher, parent read sequence picture books
3. Developing protective reading
4. Taking and following directions
5. Responding to auditory cues
6. Responding to visual cues

C. Expressive Language Development

1. Making manual gestures
2. Developing conversation -- language development
3. Developing memory skills
4. Delivering oral messages
5. Relating experiences
6. Singing -- action songs
7. Practicing dramatic play -- role playing

D. Methods of Communication

1. Listening on telephone, and to tape recorder, television, radio
2. Writing -- manuscript, lower and upper case
3. Practicing eye contact -- as a speaker
4. Pre-reading activities
5. Making gestures and signs
6. Playing speech games

III. Social Skills

A. Acceptable Behavior

1. Sharing
2. Taking turns
3. Cooperating
4. Practicing good manners
5. Helping each other
6. Recognizing good appearance

B. Citizenship

1. Respecting and understanding authority
2. Following directions
3. Respecting his own and the property of others
4. Making choices
5. Developing good work habits and attitudes
6. Completing assigned tasks
7. Developing responsibilities
8. Developing sense of right and wrong

C. Group Living

1. Identifying of family members
2. Understanding role of each family member as it relates to him
3. Learning consideration of others
4. Recognizing limits
5. Learning responsibilities

D. Self-confidence

1. Developing awareness of importance of self
2. Developing sense of security -- social situations
3. Developing sense of self-worth

IV. Physical and Motor Development

A. Gross physical and motor development

1. Bouncing, catching, throwing, kicking, and rolling a ball
2. Learning body motions -- gymnastics, rhythms, dancing, bending, galloping
3. Jumping, skipping, hopping, marching
4. Learning endurance through running, jogging
5. Practicing balance -- see-saw, balance beam, swinging, tricycling, sliding, walking drawn line
6. Climbing -- steps, ladder
7. Learning good posture -- walking, sitting, standing

B. Art

1. Awareness

a. Knowing different types of art
b. Caring for and respecting different types of art

2. Appreciation

a. Going on field trips
b. Learning through classroom experiences

VI. Practical Occupational Skills

A. Simple housekeeping skills

1. Dusting and sweeping

a. Using toys
b. Using actual equipment

2. Furniture

a. Learning arrangement
(1) Using doll house with furniture
(2) Using classroom furniture

b. Learning function
(1) Using doll furniture and pictures
(2) Using toys in a learning center

3. Washing and drying dishes as creative play
4. Cooking as creative play
5. Serving

a. As creative play
b. Helping with refreshments

6. Sewing

a. Stringing beads
b. Sewing cards
c. Cutting with scissors

B. Manual Arts

1. Identifying and knowing function of actual tools
2. Using toys and equipment requiring manual control and coordination
3. Work habits

a. Preparing for project, materials with which to work, covering for clothes, etc.
b. Using materials properly
c. Learning proper cleaning and storage of materials
d. Learning to complete project if possible

C. Arts and Crafts

1. Scribbling and drawing (crayons, pencils, chalk)
2. Coloring simple outline pictures
3. Folding and cutting
4. Pasting
5. Painting (finger painting, sponge painting, string painting, spatter painting)
6. Modeling clay (play dough, modeling)

D. Number concepts

1. Counting by notation

    a. Counting in games and songs
    b. Counting in finger plays

2. Counting by grouping objects
3. Recognizing numbers
4. Recognizing quantitative vocabulary such as little, big

LEVEL II
Chronological Age 10-15 Mental Age 3.5-7+

TRAINING AREAS:

I. Self-help Skills

A. Health

1. Grooming

a. Providing instruction and experience at a high level in routines of dressing (extention of Level I)
b. Dressing on own initiative with minimum of help
c. Caring for clothing -- more advanced instruction (polishing shoes)
d. Bathing
e. Using deodorants and cosmetics
f. Caring for nails
g. Shampooing hair
h. Shaving

2. Eating (Level I repeated, plus further instruction)

a. Using knife and fork
b. Eating in public

3. Transmission of diseases

a. Coughing and sneezing
b. Learning to accept medicines
c. Learning to accept physical examinations
d. Learning about doctors, nurses, dentists, hospitals

4. Learning good toilet procedures (Level I) with only occasional inspection necessary
5. Receiving instruction in body functions, menstruation, and personal hygiene

B. Safety

1. Protecting himself and others

a. Reinforcing and extending learnings in Level I
b. Recognizing safety signs appropriate to locality
c. Dialing "0" in case of emergency and give name, address, telephone number, and request help needed
d. Responding immediately and automatically to fire drills
e. Learning proper tool usage -- hammers, saws, etc.

2. Precautions -- Reinforce and extend learnings in Level I

B. Fine physical and motor development

1. Learning eye-hand coordination

a. Drawing -- straight line, circles, triangles, squares, etc. draw-a-man, tracing, coloring within lines, etc.
b. Tearing
c. Cutting -- scissors
d. Folding
e. Pasting
f. Finger playing -- story acting and rhythm
g. Pouring -- liquids and solids
h. Clay and finger painting

2. Construction items

a. Building blocks
b. Assembling puzzles (simple)
c. Using peg boards
d. Stringing beads
e. Weaving -- paper

(A great deal of fine motor development will take place as children engage in self-help skills, i.e., dressing, eating, etc.)

C. Proper Leisure Activities

1. Walking
2. Playing games
3. Looking at picture books
4. Playing at playgrounds
5. Listening to radio and watching television
6. Listening to music and/or participating in music activities
7. Dancing
8. Painting and other art activities
9. Caring for and respecting pets

V. Cultural Arts

A. Music

1. Awareness
   a. Introducing different types
   b. Listening
   c. Playing in rhythm band

2. Appreciation
   a. Learning seasonal songs
   b. Learning through classroom experiences

3. Resources
   a. Using materials and equipment
   b. Using community volunteers

C. Mobility

1. Reinforcing and extending learnings in Level I
2. Being able to move about community freely
3. Being aware of modes of transportation within the community
4. Recognizing geographic features such as proper walking area, railroad crossing, gutter, bridge, etc.
5. Learning names and location of public buildings and places -- school houses, police and fire stations, parks, etc.
6. Naming and locating stores frequented by family -- nature of store, name of owner or clerk
7. Identifying helpers such as policemen and firemen

II. Communication Skills

A. Vocabulary Development

1. Learning names, address, numbers, etc.
2. Recognizing words and pictures
3. Enlarging vocabulary
4. Making word associations
5. Increasing variety of reading materials

B. Expressive Language Development

1. Making manual gestures
2. Developing conversation -- speech therapy
3. Developing memory skills
4. Delivering oral messages
5. Relating experiences
6. Singing -- action songs
7. Practicing dramatic play -- role playing
8. Playing games

C. Receptive Language Development

1. Listening on telephone, and to the television, radio, records, tapes, movies
2. Using books
3. Developing protective reading
4. Taking and following directions
5. Responding to auditory cues
6. Responding to visual cues
   a. Colors
   b. Shapes
   c. Space relationships
   d. Others

D. Methods of Communication

1. Writing -- manuscript -- both cases
2. Practicing eye contact as a speaker
3. Reading
4. Listening on telephone, and to tape recorder, television, radio
5. Using typewriter
6. Oral counting
7. Playing speech games

Social Skills

A. Acceptable Behavior

1. Continuing Level I
2. Developing ability to accept constructive criticism

B. Citizenship

1. Continuing Level I
2. Learning to respect rules and laws of society
3. Learning to respect property of others in the home, neighborhood, and community
4. Developing some understanding of current events
5. Developing understanding of environment and community helpers

C. Group Living

1. Continuing Level I
2. Understanding importance of cleanliness
3. Understanding himself as he relates to the home, the family, the school, and the community

D. Self-confidence

1. Continuing of Level I
2. Developing sense of self worth

IV. Physical and Motor Development

A. Gross physical and motor development

1. Bouncing ball, catching, throwing, kicking, and rolling
2. Learning body motions -- gymnastics, rhythms, dancing, hula-hoop, bending
3. Practicing locomotion -- walking, jumping, skipping, hopping, marching, galloping
4. Learning endurance through running, jogging, etc.
5. Practicing balance -- balance beam, see-saw, swings, sliding, tricycling, and bicycling
6. Climbing -- steps, ladder
7. Learning good posture -- walking, standing, sitting
8. Practicing limited calisthenics

B. Fine physical and motor development

1. Eye-hand coordination

a. Drawing -- straight line, circle, triangle, square, etc., draw-a-man, tracing, coloring within lines, etc.
b. Painting
c. Writing
d. Tearing
e. Folding
f. Pasting
g. Pouring -- liquids and solids
h. Finger playing
i. Modeling with clay
j. Finger painting

2. Constructing items

   a. Building blocks
   b. Assembling Puzzles
   c. Using Pegboards
   d. Assembling objects -- beads, nuts and bolts, etc.
   e. Sorting
   f. Weaving -- paper, looping strings

(A great deal of fine motor development will take place as children engage in self-help skills, i.e., dressing, eating, etc.)

C. Proper Leisure Activities

1. Going on field trips
2. Playing games
3. Attending movies, listening to radio and watching television
4. Reading books, magazines and newspapers
5. Listening to music and/or participating in music activities
6. Playing at playgrounds
7. Painting and other art activities
8. Acquiring hobbies
9. Simple sewing
10. Cooking
11. Gardening
12. Day-camping
13. Participating in clubs (scouting, etc.)
14. Participating in sports

   a. Individual
      (1) Fishing
      (2) Pitching horseshoes
      (3) Bicycling
      (4) Hiking
      (5) Swimming
      (6) Skating
      (7) Shuffleboarding
      (8) Horseback riding

   b. Group

      (1) Playing basketball
      (2) Playing baseball
      (3) Bowling
      (4) Skating
      (5) Hiking
      (6) Dancing
         (a) folk
         (b) square
         (c) ballroom
         (d) rock and roll

   c. Caring for and respecting pets

V. Cultural Arts

A. Music

1. Awareness

a. Introducing different types
b. Building vocabulary
c. Caring for and respecting instruments

2. Appreciation

a. Going on field trips
(1) Concerts
(2) Operas
(3) Musicals
(4) Music stores
(5) Television and radio stations

b. Learning through classroom experiences

3. Appropriateness

a. Learning about volume
b. Making selections
c. Participating in music activities

4. Resources

a. Using materials and equipment
b. Using community volunteers

B. Art.

1. Awareness

a. Knowing different types of art
b. Caring for and respecting different types of art

2. Appreciation

a. Going on field trips
(1) Art shows
(2) Museums

b. Learning through classroom experiences

VI. Practical Occupational Skills

A. Housekeeping Skills

1. Dusting, sweeping, vacuuming, and mopping
2. Mirror and window cleaning
3. Bed making
4. Cleaning bathroom fixtures
5. Emptying wastepaper baskets
6. Table setting

7. Washing, ironing, and folding clothes
8. Cooking

    a. Planning
    b. Purchasing
    c. Preparing
    d. Serving
    e. Washing and drying dishes

9. Sewing

    a. Threading needles
    b. Making simple stitches (such as hemming)
    c. Operating a sewing machine
    d. Sewing on buttons, mending garments, etc.
    e. Making simple articles and garments
    f. Embroidering

B. Woodworking

1. Learning safety rules for using tools
2. Learning work habits

    a. Preparing for project, materials with which to work, covering for clothes, etc.
    b. Using materials properly
    c. Proper cleaning and storage of materials
    d. Learning to complete project if possible

3. Caring for equipment
4. Using hand tools (hammer, nails, saws, screwdrivers, etc.)
5. Making simple objects (bookends, birdhouses, etc.)

C. Arts and Crafts

1. Cutting and pasting
2. Free hand drawing
3. Making paper mache'
4. Decoupaging
5 Making jewelry
6. Knitting
7. Making ceramics (modeling clay, molding, decorating, painting, baking)
8. Weaving
9. Modeling
10. Making and using stencils
11. Making mosaics
12. Painting and shellacking

D. Measurement Concepts

1. Counting by notation
2. Counting by grouping
3. Recognizing numbers
4. Learning concepts such as little, big, more, less, etc.
5. Understanding units of measure
6. Developing the skills of addition, subtraction (depending on the ability of the child)
7. Developing the concepts of sequence and time
8. Acquiring an understanding of money (making change, coin recognition, etc.)

E. Gardening

1. Mowing
2. Trimming
3. Raking
4. Cleaning sidewalks
5. Watering
6. Planting
7. Preparing soil
8. Weeding
9. Hoeing
10. Harvesting
11. Caring of garden tools

F. Job Training

1. Being a cafeteria helper
2. Being a maintenance helper
3. Being a janitorial and maid helper (under teacher or aide supervision)
4. Being a child care helper
5. Being a car attendant
6. Being a laundry helper

LEVEL III
Chronological Age 15-18 or 21 Mental Age 5-8+

TRAINING AREAS:

I. Self-help Skills

A. Health (in addition to those listed in Levels I and II)

1. Grooming -- more sophisticated instruction

a. Using electric razors, safety razor, shaving creams, and lotions
b. Shampooing and setting hair
c. Coordinating colors and styles for appropriate dress

2. Eating -- introduce unfamiliar kinds of foods and kinds of dining facilities
3. Learning about reproduction
4. Learning about venereal disease, indecent exposure

B. Safety

1. Protecting himself and others

a. Reinforcing and extending learnings in Levels I and II
b. Following specific safety rules when using equipment and machinery

2. Precautions -- reinforcing and extending learnings in Levels I and II

C. Mobility

1. Reinforcing and extending learnings in Levels I and II
2. Being able to move about community freely
3. Being aware of modes of transportation within the community
4. Recognizing geographic features such as proper walking area, railroad crossing, gutter, bridge, etc.
5. Learning names and location of public buildings and places -- schools, police and fire stations, parks, etc.
6. Naming and locating stores frequented by family -- nature of store, name of owner or clerk
7. Identifying helpers such as policemen and firemen

II. Communication Skills

A. Vocabulary Development

1. Learning names, addresses, telephone numbers, places, numbers, etc.
2. Using descriptive words
3. Recognizing words
4. Making word associations
5. Increasing variety of reading materials including newspapers, magazines, and comic books

B. Expressive Language Development

1. Making gestures
2. Developing correct conversation using complete and expressive sentences
3. Developing memory skills
4. Singing -- action songs
5. Relating experiences
6. Practicing dramatic play -- role playing
7. Delivering oral messages
8. Using oral language acceptably in social situations such as telephone
9. Speaking before others with ease and confidence

C. Receptive Language Development

1. Listening to telephone, television, radio, records, tapes, movies
2. Using books -- picture and high-interest low-level reading
3. Developing protective reading
4. Reading and following directions
5. Responding to auditory cues
6. Responding to visual cues -- colors, shapes, space relationships
7. Using the library
8. Using catalogues, telephone directories, road maps and city maps -- read labels, recipes, etc.

D. Methods of Communication

1. Writing-manuscript and cursive -- both cases
2. Practicing eye contact as a speaker
3. Reading
4. Listening and talking on telephone
5. Using tape recorder
6. Using typewriter
7. Oral counting
8. Playing games -- speech, fishing, etc.
9. Making self-evaluation
   "What Did I Do Well Today?"
   "What Did I Need to Work on More?"
   "Do I Speak Clearly Enough to be Understood?"

III. Social Skills

A. Acceptable Behavior

1. Continuing Levels I and II
2. Developing good habits of personal grooming and dress
3. Learning appropriate behavior in varying social situations
4. Developing acceptable boy-girl relationships

B. Citizenship

1. Continuing Levels I and II
2. Learning to travel efficiently in own environment
3. Becoming increasingly aware of community helpers and their functions in the community

C. Group Living

1. Continuing of Levels I and II
2. Sharing responsibilities in group activities
3. Developing social abilities which enable the child to function adequately as a member of society

D. Self-confidence

1. Continuing of Levels I and II
2. Developing a realistic self-image

IV. Physical and Motor Development

A. Gross physical and motor development

1. Learning body motions -- gymnastics, rhythms, dancing, hula-hoop
2. Learning endurance through running, jogging
3. Practicing balance -- bicycling, trampoline
4. Learning good posture -- walking, sitting, standing
5. Practicing calisthenics

B. Fine physical and motor development

1. Learning eye-hand coordination

   a. Drawing -- shapes, draw-a-man, outlining, coloring, painting
   b. Writing
   c. Manual skills -- pasting, cutting, pouring, finger plays, clay, finger painting

2. Constructing items

   a. Tinker toys
   b. Assembling objects -- beads, nuts and bolts
   c. Puzzles
   d. Weaving -- looms
   e. Sorting

(A great deal of fine motor development will take place as children engage in self-help skills, i.e., dressing, eating, etc.)

C. Proper Leisure activities

1. Going on field trips
2. Playing games
3. Attending movies, listening to radio, and watching television
4. Reading books, magazines and newspapers
5. Listening to music and/or participating in music activities
6. Participating in park activities
7. Painting and other art activities
8. Acquiring hobbies
9. Sewing
10. Cooking
11. Gardening
12. Camping

13. Participating in clubs (scouting, etc.)
14. Participating in sports

a. Individual
(1) Fishing
(2) Pitching horseshoes
(3) Bicycling
(4) Hiking
(5) Swimming
(6) Skating
(7) Shuffleboarding
(8) Horseback riding

b. Group

(1) Playing basketball
(2) Playing baseball
(3) Bowling
(4) Skating
(5) Hiking
(6) Dancing
(a) Folk
(b) Square
(c) Ballroom
(d) Rock and roll

c. Spectator

15. Caring for and respecting pets

V. Cultural Arts

A. Music

1. Awareness

a. Introducing different types
b. Building vocabulary
c. Caring for and respecting instruments

2. Appreciation

a. Going on field trips
(1) Concerts
(2) Operas
(3) Musicals
(4) Music Stores
(5) Television and radio stations

b. Classroom experiences

3. Appropriateness

a. Learning about volume
b. Making selections
c. Participating in music activities

4. Resources

a. Using materials and equipment
b. Using community volunteers

B. Art

1. Awareness

a. Knowing different types of art
b. Caring for and respecting different types of art

2. Appreciation

a. Going on field trips
(1) Art shows
(2) Museums

b. Learning through classroom experiences

VI. Practical Occupational Skills

A. Housekeeping Skills

1. Dusting, sweeping, vacuuming, and mopping
2. Mirror and window cleaning
3. Bed making
4. Cleaning bathroom fixtures
5. Emptying wastepaper baskets
6. Table setting
7. Washing, ironing, and folding clothes
8. Cooking

a. Planning
b. Purchasing
c. Preparing
d. Serving
e. Washing and drying dishes

9. Sewing

a. Threading needles
b. Making simple stitches such as hems
c. Operating a sewing machine
d. Sewing on buttons, mending garments, etc.
e. Making simple articles and garments
f. Embroidering

B. Woodworking

1. Learning safety rules for using tools
2. Learning work habits

a. Preparing for project, materials with which to work, covering for clothes, etc.

b. Using materials properly
c. Proper cleaning and storing of materials
d. Completing project

3. Caring for equipment
4. Using hand and power tools
5. Simple constructing of items

C. Arts and Crafts

1. Cutting and pasting
2. Free hand drawing
3. Making paper mache'
4. Decoupaging
5. Making jewelry
6. Knitting
7. Making ceramics (modeling clay, molding, decorating, painting, baking)
8. Weaving
9. Modeling
10. Making and using stencils
11. Making mosaics
12. Painting and shellacking
13. Weaving baskets
14. Leather crafting
15. Woodcarving

D. Measurement Concepts

1. Counting by notation and grouping
2. Recognizing numbers
3. Learning concepts such as little, big, more, less, etc.
4. Understanding units of measure
5. Developing the concepts of sequence and time
6. Developing the skills of addition and subtraction (depending on the ability of the child)
7. Acquiring an understanding of money (making change, coin recognition, etc.)

E. Gardening

1. Mowing
2. Trimming
3. Raking
4. Cleaning sidewalks
5. Watering
6. Preparing soil
7. Planting
8. Weeding
9. Hoeing
10. Harvesting
11. Caring for tools

F. Job Training

1. Training in school

a. Cafeteria helper
b. Maintenance helper
c. Janitorial and/or maid helper (under teacher or aide supervision)
d. Child care helper
e. Service station helper
f. Furniture repair, refinishing, and caning
g. Bicycle repair and care

2. Training in the community

a. Car wash and/or service station helper
b. Nursery helper (horticulture)
c. Janitor and maid
d. Laundry helper
e. Yard worker
f. Child care helper
g. Food service helper
h. Painter
i. Carpenter's helper
j. Brick mason's helper
k. Furniture repair worker
l. Bicycle repair helper

AUDIOVISUAL MATERIALS

The use of audiovisual materials for the instruction of trainable mentally retarded children should be emphasized. Through the use of sound motion pictures, slides, filmstrips, opaque projections, magic boards, record players, and television a world of information may be brought to these children.

While some classes have their own audiovisual equipment others must share such equipment with other classes in school. Teachers interested in using audiovisual equipment for instructional purposes should familiarize themselves with the operation of the machines and the school policy governing the use and scheduling of the equipment.

Some of the older pupils are able to become proficient in the operation of the equipment. In cases where pupils are able to operate the motion picture projectors, an excellent project might be developed where these pupils could serve as projectionists for the entire school. Such a project could develop excellent recognition of the trainable program throughout the entire student body.

FIELD TRIPS

Field trips are a significant part of a program for trainable mentally retarded children at all levels. Through this media opportunities for first hand, concrete experience, may be gained which are an important part of the learning process,especially for children with this degree of mental retardation.

Teachers are reminded that school policy should be strictly adhered to in this matter. In most cases this merely involves securing written parental permission, coordination of the school schedule, learning transportation policies, and providing proper supervision.

REST PERIODS

In the past, one prevailing philosophy associated with classes for trainable mentally retarded children was that the children tired more easily than children in regular classes, and for this reason all trainable children needed a rest period some time during the day. Cots were a standard item of equipment in most classrooms, and all children in the program were required to rest for a period of time every day. A careful evaluation of this practice has led us to question this procedure since we now know that all trainable children do not tire more easily than other children.

It is suggested that perhaps the children in Level I, whose chronological ages fall in the 4 to 10 years age range, be given an opportunity to rest for approximately half an hour each day after lunch. In the Level II and Level III groups, with chronological ages ranging from 10 to 16 years and in some cases to 21 years of age, it appears best to arrange rest periods only for those children who due to health reasons require a rest period every day.

In any event, this should be left up to the teacher who should consider all factors including the most profitable use of the time during which these children are in her classroom.

MEDICATIONS

It is highly important that strict control be maintained over all medications taken by the children at school. When medications are necessary during school hours, the teacher should arrange with parents for written directions concerning how and when they should be administered. All medications shall be in the teacher's possession at all times while at school, preferably in a locked cabinet or in the teacher's desk.

VISITATION

It is suggested that the teachers and the aide visit in each child's home at the beginning of the school term for the purpose of explaining the school program and arranging transportation. Teachers should schedule visits by appointments whenever possible.

Follow-up visitations are suggested during the middle of the school term and again at the end.

Parents should be invited to visit the program.

INDIVIDUALIZED INSTRUCTION

As the needs of trainable mentally retarded children are varied, different goals and objectives should be set for each child. Many teachers in North Carolina have found that Robert E. Vallett's Developmental Task Analysis provides an adequate assessment of the child's needs.

The Developmental Task Analysis consists of 100 behavioral tasks that are basic to success in learning. Most of these tasks are relevant to the needs of trainable mentally retarded children. The learning tasks include social and personal skills, motor skills, perceptual skills, language skills, and thinking skills.

The Developmental Task Analysis may be purchased from Fearon Publishers, Palo Alto, California.

TEACHER AIDE

SUGGESTED DUTIES OF THE TEACHER AIDE UNDER THE SUPERVISION OF THE TEACHER

(Instructional)

- Helps the regular teacher in any activity.
- Uses any personal talent, such as music or art, in classroom activities.
- Assists with instructional media (projectors, recorders, record players, pictures, charts, flannel boards, etc.)

(Supervisory)

- Helps supervise children on the playground, in the lunchroom, at rest time, on field trips, in the library.
- Helps children on and off the bus.
- Helps with transportation of pupils, if necessary.
- Helps keep the children orderly.
- Knows the proper procedure to follow in case of an emergency.

(Clerical)

- Checks attendance.
- Keeps bus records.
- Assists with the collection of money (lunch money, milk money, etc.)
- Keeps emergency records such as the children's doctors, medication, phone numbers of parents, etc.
- Collects supplies and materials from the community.
- Helps with inventory at the close of the school year.

(Housekeeping)

- Assists with the training of children in homemaking and self-care skills.
- Assists with care of classroom.
- Helps the children with the care and proper placement of their clothing.
- Supervises distribution of refreshments.
- Supervises the arrangement and replacement of materials which have been used (puzzles, games, paints, etc.)

The concept of the teacher's aide is that of helping the teacher, not being another teacher. However, an atmosphere of a team working together should prevail.

It is suggested that the teacher's aide be employed the same number of days in the school year that the teacher is employed.

EVALUATING THE PROGRESS FOR TMR CHILDREN

Perhaps one of the more important factors in teaching trainable mentally retarded children is an evaluation of the progress of each child in the program. This section provides suggestions on how the classroom teacher may make a realistic evaluation of the children in her class. The following suggestions have been used successfully by teachers of trainable mentally retarded children in North Carolina for the past six years, having first been introduced to the program in September 1966 in Chapter 2 of the publication, Techniques for Evaluating the Progress of Exceptional Children: EMR and TMR Children, State Department of Public Instruction, Raleigh, North Carolina.

Each child in the TMR program should be evaluated by a qualified psychological examiner before being placed in a class for trainable children. Additional psychological evaluations should be made periodically as long as the child is in the program.

The teacher of a TMR class makes almost daily evaluations of the individual child. Though these daily evaluations form the basis of what is taught from day to day, it is difficult to communicate these evaluations in the form of usable school records. It is also difficult to evaluate progress of an individual child from year to year. The school cumulative record which emphasizes the progress in academic achievement is most inadequate for reporting progress of TMR children.

Language Development

In the evaluation of speech and communication, a tape recorder is recommended. Each child should have his own tape, and a sample of his speech should be made several times a year; each sample should be voice dated by the child or the teacher. A written record of the date should also be made on the tape box. To evaluate the speech patterns on the tape, the teacher should play the previous section. (By using the slowest tape speed, one role of tape may be used as long as the child remains

in the TMR program.) The tape should become a part of the permanent record of the child.

The Peabody Picture Vocabulary Test is a useful instrument which has a standardized age normative sample. It is designed to estimate a subject's verbal intelligence by measuring his hearing vocabulary. It is easily administered and gives the teacher a mental age score. From this evaluation of the receptive language of the child, the teacher is able to plan the verbal curriculum. (Generally, an I.Q. would not be computed from the mental score since the lowest norms are for an I.Q. of 55.)

Emotional and Social Development

In the measurement of emotional and social growth, the use of anecdotal records provides the teacher with information not easily obtainable in other ways. The anecdotal record is a record of factual descriptions of meaningful incidents and events in the life of a child. The behavior of the child is recounted by writing an objective description of an incident. Each incident should be dated. It should be kept separate from any subjective interpretation of the meaning. The types of behavioral characteristics that might be collected include hostility, aggression, temper tantrums, sharing, borrowing, withdrawal, shyness, leadership, responsibility, etc.

Work Samples

Work samples should be taken periodically and dated. The work samples might include handwriting, art, number work, etc. A comparative evaluation could be made by the pupil and the teacher and could be used in parent conferences.

TMR Progress Report

The TMR Progress Report is composed of the following areas:

1. SELF-HELP SKILLS: for primary and some intermediate TMR children
2. COMMUNICATION SKILLS: for all TMR children
3. SOCIAL BEHAVIOR SKILLS: for all TMR children
4. PHYSICAL DEVELOPMENT SKILLS: for all TMR children

5. READING, WRITING, NUMBER, AND MUSIC SKILLS:

Reading Skills: for intermediate and older TMR children
Writing Skills: for intermediate and older TMR children
Number Skills: for intermediate and older TMR children
Music Skills: for all TMR children

6. PRACTICAL SKILLS — ECONOMIC USEFULNESS: for senior high, and some advanced intermediates

Since some of the areas apply to the younger trainable child and others to the older one, no child will be evaluated in all areas during a given evaluation. The TMR Progress Report may be used near the beginning of school, at mid-term, and again in the spring. Progress on the report is defined as the movement from one sequential step to another. After the child has been evaluated, a realistic goal for him would be advancement to the next step. Progress and regression then may be interpreted from the report and the appropriate curriculum planned.

It is recommended that local school units reproduce the TMR Progress Report or reproduce selected items from it, adding other items that might reflect the local environment.

* * * * * * * * *

A comprehensive evaluation program should be efficient and should provide a diagnostic measure of the progress of the TMR child. The evaluation program proposed here is easily communicable to other teachers and provides any new teacher the basis on which to plan a meaningful curriculum for the trainable mentally retarded. It avoids the vague statements: "He is making progress," "He is doing satisfactorily," "He is regressing," and "He has not made any progress this year."

* * * * * * * * *

On the following pages appear the Exceptional Child Profile, which presents a comprehensive view of the exceptional child, and the TMR Progress Report, which may be used to evaluate the progress of the child in several areas.

EXCEPTIONAL CHILD PROFILE

The Exceptional Child Profile[1] is designed to present a comprehensive view of the exceptional child. A total class could be plotted to indicate the range of the class in twelve areas. The profile may also be used with one child. Each time the child is evaluated, the progress may be plotted on the profile; yearly progress also may be noted. Points which have been plotted may be connected with a line and the line dated.

A brief description of the areas to be plotted follows:

1. GRADE EQUIVALENT — Grades 1-12 are included. The space below grade 1 can be considered preschool.
2. AGE EQUIVALENT — These are aligned with grade equivalents.
3. CHRONOLOGICAL AGE -- Actual chronological age is plotted against grade and age equivalents.
4. HEIGHT -- Actual height is to be interpreted in average height-age equivalents from the Height and Weight Charts in the Appendix.
5. WEIGHT -- Actual weight is to be interpreted in average weight-age equivalents from the Height and Weight Charts in the Appendix.
6. MENTAL ABILITY -- Mental age can be found in the report of the individual psychological evaluation. If the report is as much as two to three years old, use the charts for the conversion of mental age when both the IQ and the chronological age are known. The charts are to be found in the Appendix.
7. LANGUAGE DEVELOPMENT -- The Peabody Picture Vocabulary Test may be used to estimate the verbal intelligence of a child by measuring his hearing vocabulary. The mental age of the PPVT should be plotted as a measure of his language development.
8. READING -- Any good standardized reading test may be used. The norms are presented in grade equivalents.
9. ARITHMETIC REASONING and ARITHMETIC COMPUTATION -- Any good standardized arithmetic test may be used. (See Number 8)
10. SPELLING -- Any good standardized spelling test may be used. (See number 8)
11. MOTOR COORDINATION -- The teacher must observe the child and evaluate him in relation to other children.
12. VISION -- The telebinocular is the preferred general screening instrument for evaluating vision. Any difficulty in this is area should result in referral to an ophthalmologist.
13. HEARING -- An audiometer should be used in the evaluation of hearing. Any difficulty in this area should result in referral to an otoiogist.
14. MOBILITY -- The teacher should observe the child and evaluate him in relation to other children.
15. SOCIAL MATURITY -- The teacher should consult anecdotal records in the evaluation of the child in this area.

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[1] Adapted from Samuel A. Kirk, Educating Exceptional Children, Boston: Houghton Mifflin Co., 1972.

EXCEPTIONAL CHILD PROFILE[2]

NAME _____ BIRTHDATE _____

AGE AND GRADE EQUIVALENT

GRADE EQUIVALENT	AGE EQUIVALENT	CHRONOLOGICAL AGE	HEIGHT	WEIGHT	MENTAL ABILITY	LANGUAGE DEVELOPMENT	READING	ARITHMETIC REASONING	ARITHMETIC COMPUTATION	SPELLING
	18									
12	17									
11	16									
10	15									
9	14									
8	13									
7	12									
6	11									
5	10									
4	9									
3	8									
2	7									
1	6									
	5									
	4									
	3									
	2									
	1									

MOTOR COORDINATION	VISION	HEARING	MOBILITY	SOCIAL MATURITY	PROFICIENCY LEVEL
					5. Very Superior
					4. Above Average
					3. Average
					2. Below Average
					1. Very Defective

[2]Adapted from Samuel A. Kirk, Educating Exceptional Childı Boston: Houghton Mifflin Co., 1972.

TMR PROGRESS REPORT

NAME _____ BIRTHDATE _____

INDIVIDUAL PSYCHOLOGICAL TESTS ADMINISTERED:	DATE:	EXAMINER:
1.		
2.		
3.		
4.		
5.		

AREAS OF EVALUATION:

1. SELF-HELP SKILLS: for primary and some intermediate TMR children

2. COMMUNICATION SKILLS: for all TMR children

3. SOCIAL BEHAVIOR SKILLS: for all TMR children

4. PHYSICAL DEVELOPMENT SKILLS: for all TMR children

5. READING, WRITING, NUMBER, AND MUSIC SKILLS:

   Reading Skills: for intermediate and older TMR children
   Writing Skills: for intermediate and older TMR children
   Number Skills: for intermediate and older TMR children
   Music Skills: for all TMR children

6. PRACTICAL SKILLS - ECONOMIC USEFULNESS: for senior high and some advanced intermediates

* * * * * * * * *

KEY: F = Fall progress
M = Mid-term progress
S = Spring progress

EXAMPLE: USING UTENSILS
1. Does not use utensils when eating
2. Uses spoon
3. Uses fork
4. Uses knife, fork, and spoon

USING UTENSILS

Year: 19__-__			19__-__			19__-__			19__-__		
F	M	S	F	M	S	F	M	S	F	M	S
1	2	2									

TMR PROGRESS REPORT

1. SELF-HELP SKILLS

USING UTENSILS
1. Does not use utensils when eating
2. Uses spoon
3. Uses fork
4. Uses knife, fork, and spoon

USING UTENSILS
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

EATING HABITS
1. Is untidy in handling foods
2. Is tidy under supervision
3. Usually eats in an acceptable manner
4. Eats acceptably in all situations

EATING HABITS
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

EATING AREA
1. Does not clean eating area
2. Cleans eating area under constant supervision
3. Cleans eating area when reminded
4. Cleans eating area consistently

EATING AREA
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

DRESSING
1. Cannot manage any clothing
2. Can manage most clothing except zipping and buttoning
3. Can manage zippers and buttons
4. Dresses self except for tying of shoes
5. Dresses self completely

DRESSING
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

WASHING HANDS AND FACE
1. Cannot wash hands or face
2. Can wash hands and face with assistance
3. Occasionally needs assistance
4. Can wash hands and face

WASHING HANDS AND FACE
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

BRUSHING TEETH
1. Cannot brush teeth
2. Makes brushing motions but needs assistance
3. Brushes adequately but cannot apply paste
4. Brushes teeth adequately

BRUSHING TEETH
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

KEEPING NOSE CLEAN
1. Does not keep nose clean
2. Cleans nose with assistance
3. Recognizes need to clean nose
4. Cleans nose completely

KEEPING NOSE CLEAN
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

TOILET TRAINING
1. Does not make needs known
2. Expresses needs but has occasional accidents
3. Expresses needs and avoids accidents
4. Uses toilet properly without assistance

TOILET TRAINING
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

2. COMMUNICATION SKILLS

NATURE OF COMMUNICATION
1. Communicates by gestures only
2. Communicates by sounds and/or gestures
3. Uses single words to communicate
4. Combines two or more words
5. Uses complete sentences

NATURE OF COMMUNICATION
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

INTELLIGIBILITY OF SPEECH
1. Uses no understandable speech
2. Is understood only when combining gestures and words
3. Is understood by immediate family and friends
4. Is understood by listener in known situation
5. Is understood by almost everyone

INTELLIGIBILITY OF SPEECH
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

NAME
1. Does not respond to name
2. Sometimes responds to name
3. Frequently responds to name
4. Always responds to name

NAME
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

STORIES
1. Does not listen to stories
2. Listens but loses interest before story ends
3. Listens and answers simple questions about story
4. Can retell and/or explain story

STORIES
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

RESPONSE TO VERBAL DIRECTIONS

1. Does not respond to verbal directions
2. Responds to simple requests or directions
3. Responds to a series of requests or directions
4. Responds to requests or directions after a time lapse

RESPONSE TO VERBAL DIRECTIONS

Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

EXPERIENCES

1. Does not relate own experiences
2. Indicates that an experience took place
3. Tells highlights of experience
4. Relates experience with detail

EXPERIENCES

Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

MESSAGES

1. Cannot deliver an oral message
2. Can deliver a simple message
3. Can deliver a more complicated message and return with a verbal message
4. Can deliver a verbal message consistently with or without a time lapse

MESSAGES

Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

TELEPHONE

1. Will not speak on the telephone
2. Says "hello" as only response
3. Answers the telephone with simple responses
4. Converses over the telephone and relates messages
5. Relates messages after time lapse

TELEPHONE

Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

RESPONSE TO ENVIRONMENTAL STIMULI (PEOPLE, CONVERSATION, EVENTS, ETC.)

1. Does not respond to environmental stimuli
2. Responds inappropriately to environmental stimuli
3. Responds correctly to environmental stimuli when under supervision
4. Responds correctly to environmental stimuli consistently

RESPONSE TO ENVIRONMENTAL STIMULI (PEOPLE, CONVERSATION, EVENTS, ETC.)

Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

COMMUNICATION WITH ADULTS

1. Communicates only by answering simple questions with one-word responses
2. Answers questions with more than one-word response
3. Responds with some conversation when engaged by adult in conversation
4. Sometimes engages adult in conversation
5. Often engages adult in conversation

COMMUNICATION WITH ADULTS

Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

COMMUNICATION WITH PEERS
1. Communicates only by answering simple questions with one-word responses
2. Answers questions with more than one-word responses
3. Responds with some conversation when engaged by peer in a conversation
4. Sometimes engages peer in conversation
5. Often engages peer in conversation

COMMUNICATION WITH PEERS
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

3. SOCIAL BEHAVIOR SKILLS

ATTENTION SPAN (PEOPLE)
1. Shows only momentary attention to people
2. Attends to people for one minute
3. Attends to people for four to five minutes
4. Sustains attention to people up to ten minutes

ATTENTION SPAN (PEOPLE)
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

ATTENTION SPAN (ACTIVITIES)
1. Shows only momentary attention to activities
2. Attends to activities for one minute
3. Attends to activities for four to five minutes
4. Sustains attention to activities up to ten minutes

ATTENTION SPAN (ACTIVITIES)
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

DISTRACTIBILITY
1. Is highly distractible by most irrelevant stimuli
2. Engages in some activities without being distracted by irrelevant stimuli
3. Engages in most activities without being distracted by irrelevant stimuli

DISTRACTIBILITY
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

SELF-CONTROL
1. Becomes upset without apparent cause
2. Becomes upset when mildly provoked
3. Shows control when provoked or reprimanded
4. Maintains control unless seriously provoked

SELF-CONTROL
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

INITIATION OF OWN ACTIVITIES
1. Appears unable to initiate own activities in play or work
2. Initiates some of own activities in play situations under supervision
3. Initiates some of work activities under supervision
4. Plans own leisure recreational activites
5. Plans own work activities

INITIATION OF OWN ACTIVITIES
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

SELF-CONFIDENCE
1. Feels insecure or frightened most of the time
2. Feels secure in familiar situations
3. Needs reassurance in new situations
4. Feels secure in most situations

SELF-CONFIDENCE
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

GROUP PLAY
1. Plays alone
2. Plays in group when supervised
3. Joins group for short periods
4. Plays in groups acceptably

GROUP PLAY
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

MANNERS
1. Is disobedient or discourteous
2. Is obedient or courteous when directed
3. Is obedient or courteous when reminded
4. Is obedient or courteous in most situations

MANNERS
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

BORROWING
1. Takes objects when in use by others
2. Usually asks permission to borrow objects
3. Asks permission to use property
4. Usually returns borrowed property

BORROWING
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

BEHAVIOR IN A SOCIAL SETTING
1. Behaves inappropriately
2. Behaves appropriately when directed
3. Usually behaves appropriately
4. Behaves appropriately in old and new situations

BEHAVIOR IN A SOCIAL SETTING
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

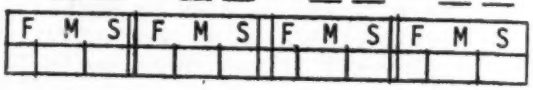
LEADERSHIP
1. Never assumes a leadership role
2. Sometimes assumes leadership under supervision
3. Occasionally assumes a leadership role
4. Often assumes leadership role

LEADERSHIP
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

RESPONSIBILITY
1. Never assumes a responsible role
2. Sometimes assumes a responsible role under supervision or for an assigned task
3. Assumes responsibility for assigned tasks
4. Initiates responsible activities

RESPONSIBILITY
Year: 19__-__ 19__-__ 19__-__ 19__-__

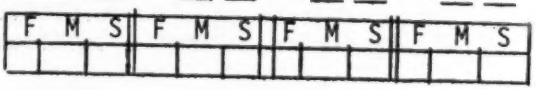


4. PHYSICAL DEVELOPMENT SKILLS

LOCOMOTION:

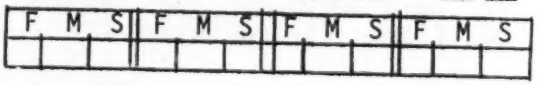
WALKING
1. Is uncoordinated and clumsy and needs assistance
2. Is fairly coordinated with assistance
3. Is fairly coordinated without assistance
4. Is well coordinated

WALKING
Year: 19__-__ 19__-__ 19__-__ 19__-__



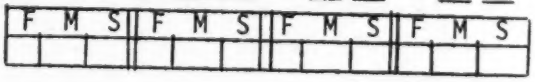
RUNNING
1. Is unable to run without falling
2. Is able to run in clumsy manner for a short distance
3. Is able to run in a more coordinated manner
4. Is well coordinated

RUNNING
Year: 19__-__ 19__-__ 19__-__ 19__-__



CLIMBING
1. Does not climb
2. Climbs with support
3. Climbs without support
4. Climbs with coordination

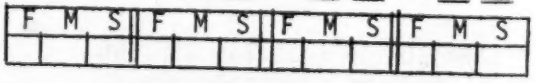
CLIMBING
Year: 19__-__ 19__-__ 19__-__ 19__-__



EYE-HAND COORDINATION:

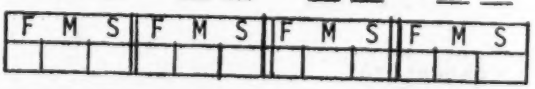
GRASPING
1. Cannot grasp objects
2. Can grasp objects clumsily
3. Can grasp most large objects
4. Can grasp most small objects
5. Can grasp most objects with precision

GRASPING
Year: 19__-__ 19__-__ 19__-__ 19__-__



CATCHING
1. Cannot catch a ball
2. Traps ball against chest with two hands
3. Catches ball with both hands
4. Catches ball with one hand

CATCHING
Year: 19__-__ 19__-__ 19__-__ 19__-__

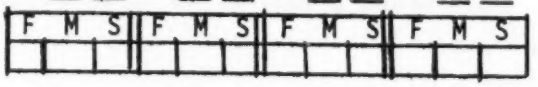


SCISSORS
1. Cannot cut with scissors
2. Can cut with scissors with assistance
3. Cuts a straight line with scissors
4. Cuts a design with scissors

SCISSORS
Year: 19__-__ 19__-__ 19__-__ 19__-__

DRAWINGS
1. Does not trace a straight line or circle
2. Copies a straight line and circle
3. Draws a straight line and circle unassisted
4. Copies a square
5. Draws a square unaided
6. Copies a triangle
7. Draws a triangle unaided

DRAWINGS
Year: 19__-__ 19__-__ 19__-__ 19__-__



5. READING, WRITING, NUMBER, AND MUSIC SKILLS

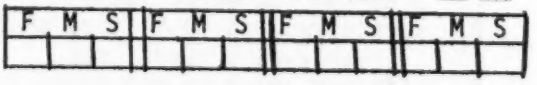
READING SKILLS:

READING READINESS
1. Identifies familiar objects and pictures
2. Finds missing details
3. Recognizes differences
4. Recognizes likenesses
5. Classifies objects (food, clothing etc.)

READING READINESS
Year: 19__-__ 19__-__ 19__-__ 19__-__

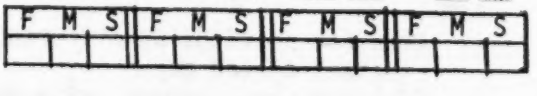
TELLING A STORY
1. Does not respond to pictures or relate own experiences
2. Relates own experiences crudely
3. Relates experiences and tells stories from pictures
4. Relates experiences and tells stories

TELLING A STORY
Year: 19__-__ 19__-__ 19__-__ 19__-__



BEGINNING READING
1. Associates words with pictures or objects
2. Differentiates between like and unlike word forms
3. Recognizes words through configuration clues
4. Recognizes words wherever seen

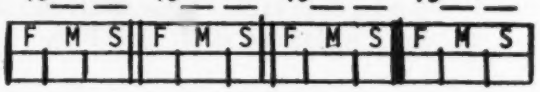
BEGINNING READING
Year: 19__-__ 19__-__ 19__-__ 19__-__



PRACTICAL READING (COMPREHENSION)

1. Calls words with little or no comprehension
2. Recognizes less than five words including own name
3. Recognizes ten to fifteen words
4. Recognizes twenty words
5. Reads groups of words in sentences

PRACTICAL READING (COMPREHENSION)
Year: 19__-__ 19__-__ 19__-__ 19__-__



NUMBER SKILLS:

SIZE

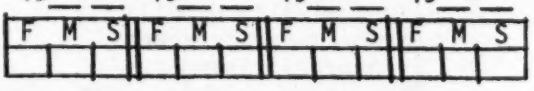
1. Does not distinguish size differences
2. Distinguishes between gross sizes by direct comparison
3. Distinguishes between gross sizes when object is not present
4. Distinguishes sizes which are more similar

SIZE
Year: 19__-__ 19__-__ 19__-__ 19__-__

NUMBERS

1. Does not recognize the difference between one or more objects
2. Can distinguish between one or more objects
3. Can distinguish from five to ten objects
4. Can distinguish from ten to twenty objects

NUMBERS
Year: 19__-__ 19__-__ 19__-__ 19__-__



MONEY

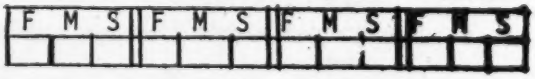
1. Does not recognize money
2. Recognizes one cent; five cents; twenty-five cents; etc.
3. Attaches value to one cent; five cents; twenty-five cents
4. Can make change for less than one dollar
5. Can make change for more than one dollar

MONEY
Year: 19__-__ 19__-__ 19__-__ 19__-__

TIME

1. Does not distinguish different times of the day
2. Distinguishes morning, afternoon, night
3. Distinguishes today, yesterday, tomorrow
4. Uses above concepts correctly and consistently

TIME
Year: 19__-__ 19__-__ 19__-__ 19__-__



TELLING TIME
1. Does not tell time at all
2. Tells time to the hour (refers to big hand)
3. Tells time to the half hour
4. Tells time to the quarter hour
5. Tells time consistently

TELLING TIME
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

WRITING SKILLS (MANUSCRIPT):

ALPHABET LETTERS
1. Does not write
2. Writes recognizable letters by tracing
3. Writes recognizable letters by copying
4. Writes recognizable letters when letters are named

ALPHABET LETTERS
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

WORDS (COMPLETE NAME, ADDRESS, ETC.)
1. Does not write words
2. Writes words by tracing
3. Writes words by copying
4. Writes words consistently

WORDS (COMPLETE NAME, ADDRESS, ETC.)
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

SENTENCES
1. Does not write sentences
2. Copies sentences
3. Composes and writes sentences with supervision
4. Composes and writes sentences without supervision

SENTENCES
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

MUSIC SKILLS:

LISTENING AND RESPONDING TO MUSIC
1. Does not listen or respond to music
2. Listens to music for a short period of time
3. Listens and responds to music
4. Listens and responds to music as a leisure time activity

LISTENING AND RESPONDING TO MUSIC
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

GROUP SINGING
1. Does not participate in group singing
2. Participates in group singing under supervision
3. Participates in group singing with little supervision
4. Knows and sings the words of several songs

GROUP SINGING
Year: 19__-__ 19__-__ 19__-__ 19__-__

F	M	S	F	M	S	F	M	S	F	M	S

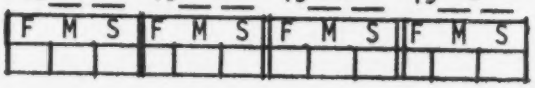
RHYTHMS
1. Does not respond to rhythms
2. Responds to rhythms by swaying and clapping
3. Responds to rhythms by swaying and clapping and singing
4. Participates in rhythm-like band activities

RHYTHMS
Year: 19__-__ 19__-__ 19__-__ 19__-__

6. PRACTICAL SKILLS --ECONOMIC USEFULNESS

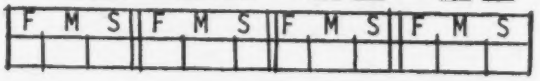
ATTENTION TO TASK:_____
1. Completes task of less than five-minute duration
2. Completes task of less than ten-minute duration
3. Completes task of less than fifteen-minute duration
4. Completes task of more than fifteen-minute duration

ATTENTION TO TASK:_____
Year: 19__-__ 19__-__ 19__-__ 19__-__



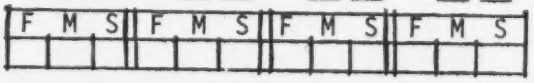
ATTENTION TO TASK:_____
1. Completes task of less than five-minute duration
2. Completes task of less than ten-minute duration
3. Completes task of less than fifteen-minute duration
4. Completes task of more than fifteen-minute duration

ATTENTION TO TASK:_____
Year: 19__-__ 19__-__ 19__-__ 19__-__



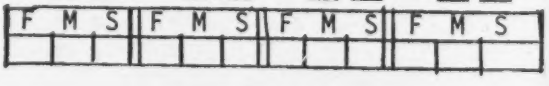
USE OF HOUSEHOLD ITEMS: STOVE
1. Does not use appropriately
2. Uses with assistance
3. Uses with little difficulty
4. Selects proper item and uses it effectively

USE OF HOUSEHOLD ITEMS: STOVE
Year: 19__-__ 19__-__ 19__-__ 19__-__



USE OF HOUSEHOLD ITEMS: IRON
1. Does not use appropriately
2. Uses with assistance
3. Uses with little difficulty
4. Selects proper item and uses it effectively

USE OF HOUSEHOLD ITEMS: IRON
Year: 19__-__ 19__-__ 19__-__ 19__-__

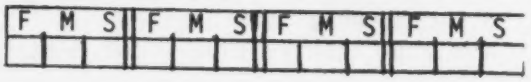


USE OF HOUSEHOLD ITEMS: VACUUM CLEANER
1. Does not use appropriately
2. Uses with assistance
3. Uses with little difficulty
4. Selects proper item and uses it effectively

USE OF HOUSEHOLD ITEMS: VACUUM CLEANER
Year: 19__-__ 19__-__ 19__-__ 19__-__

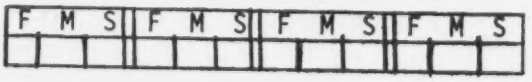
USE OF HOUSEHOLD ITEMS: WASHING MACHINE
1. Does not use appropriately
2. Uses with assistance
3. Uses with little difficulty
4. Selects proper item and uses it effectively

USE OF HOUSEHOLD ITEMS: WASHING MACHINE
Year: 19__-__ 19__-__ 19__-__ 19__-__



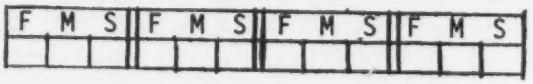
USE OF HOUSEHOLD ITEMS:_____
1. Does not use appropriately
2. Uses with assistance
3. Uses with little difficulty
4. Selects proper item and uses it effectively

USE OF HOUSEHOLD ITEMS:_____
Year: 19__-__ 19__-__ 19__-__ 19__-__



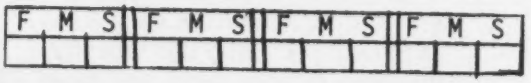
PERFORMANCE OF FAMILY TASKS: DUSTING
1. Does not perform task
2. Performs only with assistance
3. Completes task unaided
4. Does task routinely and competently

PERFORMANCE OF FAMILY TASKS: DUSTING
Year: 19__-__ 19__-__ 19__-__ 19__-__



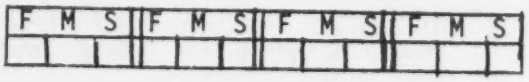
PERFORMANCE OF FAMILY TASKS: MAKING BEDS
1. Does not perform task
2. Performs only with assistance
3. Completes task unaided
4. Does task routinely and competently

PERFORMANCE OF FAMILY TASKS: MAKING BEDS
Year: 19__-__ 19__-__ 19__-__ 19__-__



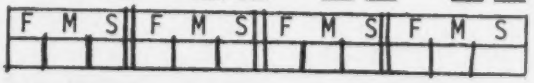
PERFORMANCE OF FAMILY TASKS: TABLE SETTING
1. Does not perform task
2. Performs only with assistance
3. Completes task unaided
4. Does task routinely and competently

PERFORMANCE OF FAMILY TASKS: TABLE SETTING
Year: 19__-__ 19__-__ 19__-__ 19__-__



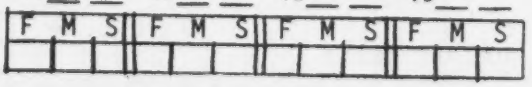
PERFORMANCE OF FAMILY TASKS: WASHING DISHES
1. Does not perform task
2. Performs only with assistance
3. Completes task unaided
4. Does task routinely and competently

PERFORMANCE OF FAMILY TASKS: WASHING DISHES
Year: 19__-__ 19__-__ 19__-__ 19__-__



PERFORMANCE OF FAMILY TASKS: FOOD PREPARATION AND SERVING
1. Does not perform task
2. Performs only with assistance
3. Completes task unaided
4. Does task routinely and competently

PERFORMANCE OF FAMILY TASKS: FOOD PREPARATION AND SERVING
Year: 19__-__ 19__-__ 19__-__ 19__-__



PERFORMANCE OF FAMILY TASKS:_____

1. Does not perform task
2. Performs only with assistance
3. Completes task unaided
4. Does task routinely and competently

PERFORMANCE OF FAMILY TASKS: _____

Year: 19__-__ 19__-__ 19__-__ 19__-__

F M S | F M S | F M S | F M S

USE OF TOOLS: HAMMER

1. Does not manipulate appropriately
2. Uses with assistance
3. Uses with little difficulty
4. Selects proper tool and uses it effectively

USE OF TOOLS: HAMMER

Year: 19__-__ 19__-__ 19__-__ 19__-__

F M S | F M S | F M S | F M S

USE OF TOOLS: SAW

1. Does not manipulate appropriately
2. Uses with assistance
3. Uses with little difficulty
4. Selects proper tool and uses it effectively

USE OF TOOLS: SAW

Year: 19__-__ 19__-__ 19__-__ 19__-__

F M S | F M S | F M S | F M S

USE OF TOOLS: NEEDLE

1. Does not manipulate appropriately
2. Uses with assistance
3. Uses with little difficulty
4. Selects proper tool and uses it effectively

USE OF TOOLS: NEEDLE

Year: 19__-__ 19__-__ 19__-__ 19__-__

F M S | F M S | F M S | F M S

USE OF TOOLS: ELECTRIC SEWING MACHINE

1. Does not manipulate appropriately
2. Uses with assistance
3. Uses with little difficulty
4. Selects proper tool and uses it effectively

USE OF TOOLS: ELECTRIC SEWING MACHINE

Year: 19__-__ 19__-__ 19__-__ 19__-__

F M S | F M S | F M S | F M S

USE OF TOOLS: _____

1. Does not manipulate appropriately
2. Uses with assistance
3. Uses with little difficulty
4. Selects proper tool and uses it effectively

USE OF TOOLS: _____

Year: 19__-__ 19__-__ 19__-__ 19__-__

F M S | F M S | F M S | F M S

USE OF TOOLS: _____

1. Does not manipulate appropriately
2. Uses with assistance
3. Uses with little difficulty
4. Selects proper tool and uses it effectively

USE OF TOOLS. _____

Year: 19__-__ 19__-__ 19__-__ 19__-__

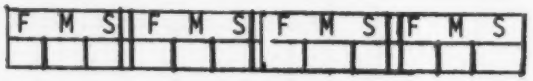
F M S | F M S | F M S | F M S

ATTITUDES (PEERS)
1. Cannot get along with people
2. Can get along only with familiar people
3. Gets along with peer workers
4. Gets along with co-workers of different abilities

ATTITUDES (PEERS)
Year: 19__-__ 19__-__ 19__-__ 19__-__

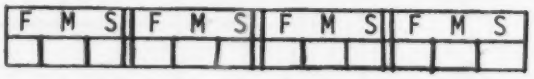
ATTITUDES (AUTHORITY)
1. Is hostile toward authority or rules
2. Accepts familiar authority or rules some of the time
3. Accepts familiar authority and rules most of the time
4. Accepts most authority and rules

ATTITUDES (AUTHORITY)
Year: 19__-__ 19__-__ 19__-__ 19__-__



QUALITY OF WORK
1. Cannot distinguish bad work from good work
2. Recognizes only large qualitative discrepancies in work
3. Recognizes large discrepancies and attempts to improve work
4. Is self-critical of quality work and strives for improvement

QUALITY OF WORK
Year: 19__-__ 19__-__ 19__-__ 19__-__

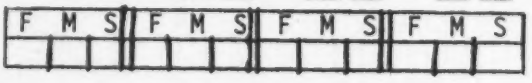


WORK HABITS
1. Demonstrates no good work habits
2. Works under supervision
3. Works without supervision some of the time
4. Is self-directed and has good work habits

WORK HABITS
Year: 19__-__ 19__-__ 19__-__ 19__-__

TIME CONSCIOUSNESS
1. Is unaffected by need for time consciousness
2. Needs constant reminding
3. Is usually punctual
4. Is consistently punctual

TIME CONSCIOUSNESS
Year: 19__-__ 19__-__ 19__-__ 19__-__



TMR PROGRESS REPORT SUMMARY

NAME OF CHILD _____ Date of Evaluation _____

AREAS OF EVALUATION	Use checks to denote progress: POOR 1	2	MODERATE 3	4	GOOD 5	CURRICULAR IMPLICATIONS (Teacher's Comments)
1. SELF-HELP SKILLS						
2. COMMUNICATION SKILLS						
3. SOCIAL BEHAVIOR SKILLS						
4. PHYSICAL DEVELOPMENT SKILLS						
Locomotion						
Eye-Hand Coordination						
5. READING, WRITING, NUMBER & MUSIC:						
Reading Skills						
Writing Skills						
Number Skills						
Music Skills						
6. PRACTICAL SKILLS--ECONOMIC USEFULNESS						

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Teacher's Signature

The TMR Progress Report Summary may be used each time the teacher evaluates the child with the TMR Progress Report. A five-point scale is used to denote the progress of the child in the six areas of evaluation. Space is provided for teacher comment concerning curricular implications. The Summary sheets should be saved so that previous curricular plans might be evaluated in terms of current progress.

APPENDICES

FUNCTIONAL WORD BATTERY

Listed by the

North Carolina Department of Public Instruction

1. Address
2. Airport
3. Bank
4. Barber
5. Beware
6. Boys
7. Bridge
8. Bus
9. Bus Stop
10. Cashier
11. Caution
12. Closed
13. Coin
14. Construction
15. Danger
16. Dentist
17. Doctor
18. Don't Walk
19. Down
20. Drugs
21. Emergency
22. Entrance
23. Exit
24. Explosives
25. Fallout
26. Fire
27. Flammable
28. Food
29. Gentlemen
30. Girls
31. Go
32. Grocery
33. High Voltage
34. Hospital
35. In
36. Keep Away
37. Keep Off
38. Keep Out
39. Ladies
40. Left
41. Men
42. Name
43. No Trespassing
44. Off
45. On
46. Open
47. Out
48. Park
49. Ped Xing
50. Poison
51. Police
52. Post Office
53. Private
54. Private Property
55. Prohibited
56. Push
57. Restroom
58. Restaurant
59. Right
60. Safety
61. School Crossing
62. Shelter
63. Stop
64. Store
65. Street
66. Taxi
67. Telephone
68. Town
69. Up
70. Wait
71. Walk
72. Warning
73. Water
74. Women
75. Zone

TMR MENTAL AGE LEVELS FOR INSTRUCTION

It is suggested that the teacher be familiar with the mental age level or level of intellectual functioning of each child in the class. This is important for the teacher so that she can determine what materials and instruction modes are appropriate for each child according to his level of intellectual ability to understand the material presented. However, intellectual ability is only one of several important factors relative to what the child will understand when being taught. Social awareness and maturity and physical size and ability should also be considered and is especially relevant to how the teacher presents information. The interest level of the material relevant to the child's social maturity must also be considered.

The psychological report usually contains the I.Q. score of the child along with other important and useful information.

The following table may be useful to the teacher in trying to select materials and plan a program relevant to the child's mental age level. If the child's I.Q. is known and is considered to be a valid and fairly stable estimate of the child's intellectual functioning, then this table may give the teacher a useful hint as to the level of materials she may want to select for the child.

I.Q. measure becomes less reliable at lower levels of functioning, because it is difficult to specify the learning tasks and learning ability at lower levels. I. Q. ranges or estimates are more reliable than exact scores; and estimates of learning ability and levels of learning tasks by covering a chronological age range are more meaningful. Therefore it is more helpful to the teacher selecting materials to consider what children at lower levels of functioning are able to do within a given chronological age range, than at any specific chronological age.

To use this table, the teacher merely has to know the child's I.Q. score and current chronological age to select materials appropriate to the child's mental age range.

TABLE OF APPROXIMATE MENTAL AGE LEVEL (YEARS - MONTHS)

I.Q.	Chronological Age in Years and Months					
	4-6 to 6-6	7-0 to 8-0	8-6 to 10-0	10-6 to 11-6	12-0 to 13-6	14-0 to 16-0
30-34	1-4 to 2-3	2-1 to 2-10	2-7 to 3-5	3-2 to 3-11	3-7 to 4-7	4-2 to 5-5
35-39	1-7 to 2-6	2-5 to 3-1	3-0 to 3-11	3-8 to 4-6	4-2 to 5-3	4-11 to 6-3
40-44	1-10 to 2-10	2-10 to 3-6	3-5 to 4-5	4-2 to 5-1	4-10 to 5-11	5-7 to 7-0
45-49	2-0 to 3-2	3-2 to 3-11	3-10 to 4-11	4-9 to 5-8	5-5 to 6-7	6-4 to 7-10
50-55	2-3 to 3-7	3-6 to 4-5	4-3 to 5-6	5-3 to 6-4	6-0 to 7-5	7-0 to 8-10

HEIGHT AND WEIGHT CHARTS FOR BOYS AND GIRLS

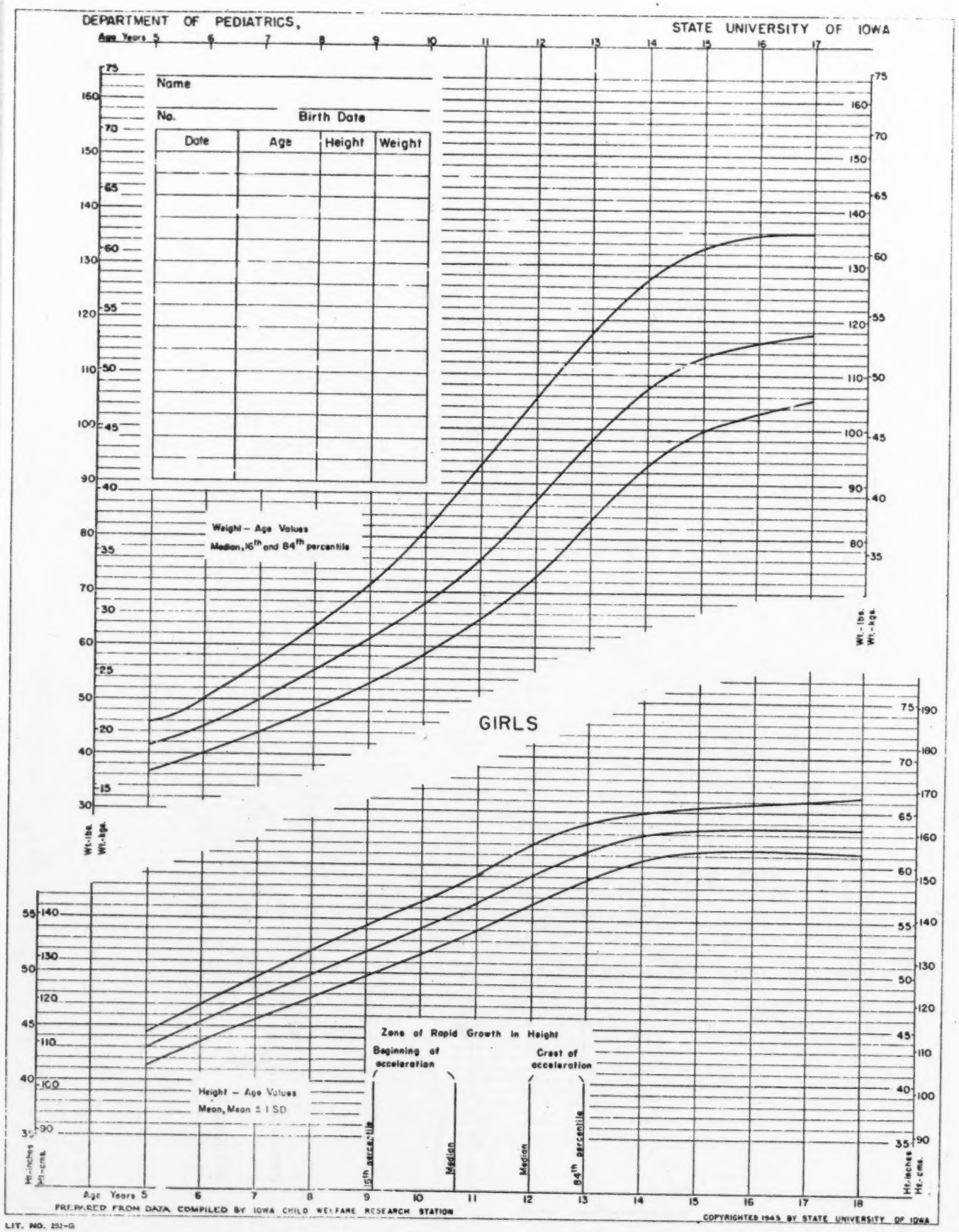
Separate charts are included for boys and girls. Each chart is divided into weight and height sections - the upper part, weight, and the lower part, height. Three line graphs are plotted on each chart. The middle line is the Median, or midposition, in the range and is the position at which about 50 percent would be above and 50 percent below the median. No weight or height ages interpreted from these charts are to be considered abnormal.

Weight Age

Weight Age on the Exceptional Child Profile is to be determined from the Weight Charts for Boys and Girls. The Weight Age is to be found in the following manner: (1) weight in pounds is measured at the extreme left and right of the Weight Chart ranging from 30 to 160 pounds (avoid the kilogram scale ranging from 15 to 75 kgs.), (2) follow the weight in pounds straight across to the point where the Median (the midline of the graph) crosses the given weightline, (3) directly below this point are the age equivalents, and (4) the age equivalent is to be interpreted as average Weight Age (for example, a ten-year-old boy who weighs fifty-seven pounds may have a Weight Age of eight years).

Height Age

Height Age on the Exceptional Child Profile is to be determined from the Height Charts for Boys and Girls. The Height Chart is the lower part of the Weight Chart. Height in inches may be found near the extreme right and left of the chart ranging from 35 to 75 inches (avoid the centimeters scale ranging from 90 to 190 cms.). Follow the four steps in finding Weight Age (for example, a ten-year-old boy who measures fifty-three inches may have a Height Age of eight years and six months). The Median, or midposition, in the range is to be considered the average weight at which about 50 percent would be above and 50 percent below the median weight.



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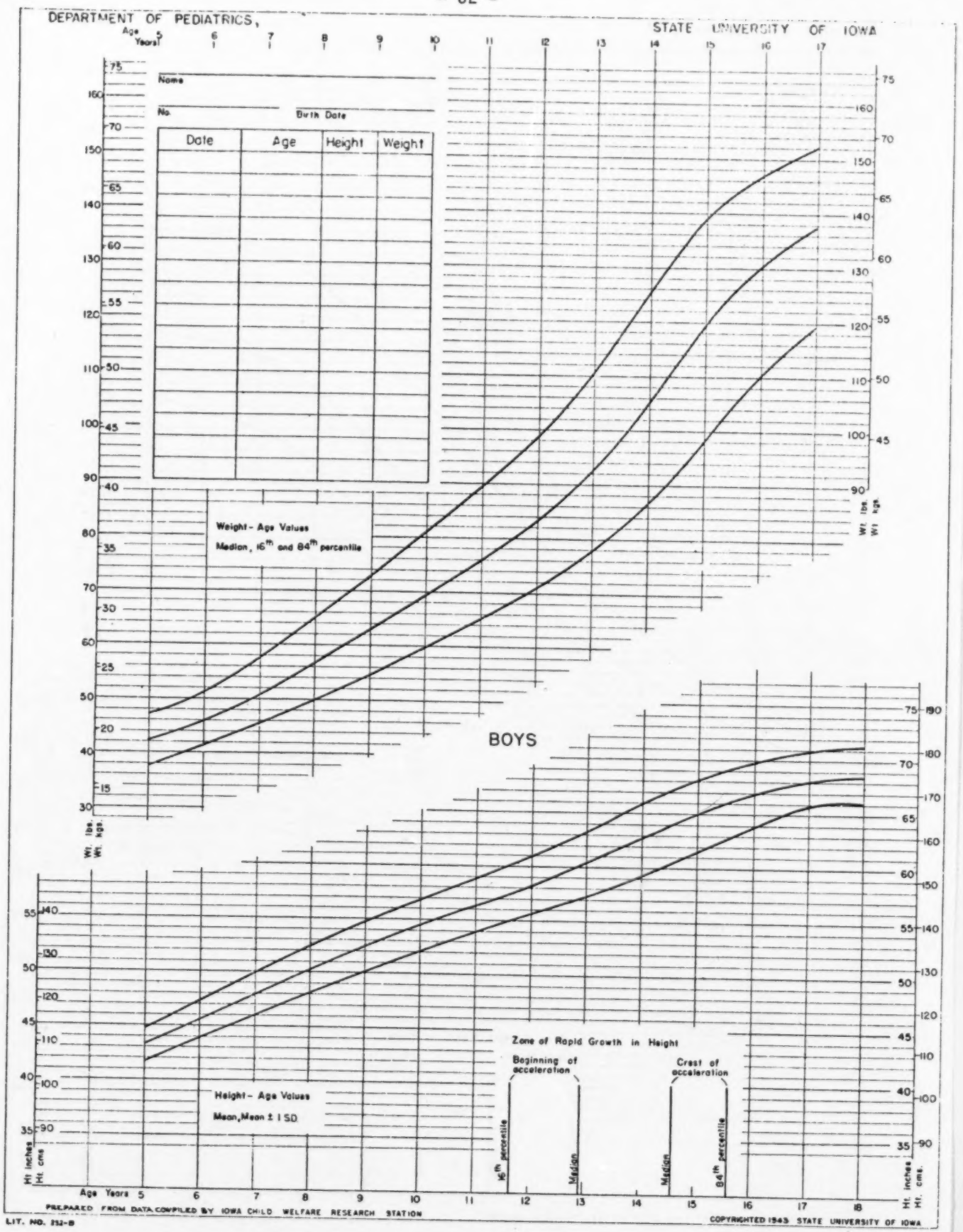

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Teacher Comments:

Parent Comments:

Parent's Signature:

1. _____
2. _____
3. _____

PINELAND COUNTY SCHOOLS

Anytown, North Carolina

PROGRESS REPORT

of

_____

TEACHER _____

PRINCIPAL _____

SCHOOL _____

19___ 19___

Progress Report to Parents: Reporting periodically to parents the progress their children are making in school is a responsibility of every teacher. The following example of a report card designed for pupils in the trainable mentally retarded classes is only a suggestion. Perhaps each school system might care to design its own report card to reflect the local situation.

(2)

TRAINING AREAS	1	2	3	4
Self-Help Skills				
Communication Skills				
1. Speech				
2. Ability to communicate with others				
3. Word recognition				
4. Comprehension				
5. Handwriting				
Social Skills				
1. Behavior				
a. Self-Control				
b. Cooperation				
2. Work habits				
a. Attentive				
b. Completes task				
c. Works independently				
d. Follows directions				

Code:

S - Satisfactory
N - Needs Improvement
U - Unsatisfactory
NA - Not Applicable

(3)

TRAINING AREAS	1	2	3	4
Physical and Motor Development				
1. Coordination				
2. Effort				
Cultural Arts				
1. Music				
a. Rhythm				
b. Instrument				
c. Group singing				
2. Art				
a. Effort				
b. Colors				
Practical Occupational Skills				
1. Housekeeping Skills				
2. Arts and Crafts				
3. Number Concepts				
4. Job Training				
Other				

(This code may be changed if desired to fit special grading system of local unit.)

SUGGESTED INSTRUCTIONAL EQUIPMENT AND SUPPLIES

In developing a program for the trainable mentally retarded, materials and equipment will be needed which are not generally found in regular classrooms. The following is a suggested list of materials and equipment which may be appropriate in classrooms for the trainable mentally retarded.

Suggested Items for Children of all Ages

General

Tables
Filing cabinet
Pair of shears
Primary typewriter
Slide and filmstrip projector
Tables and chairs for pupils
Long worktable for messy work
Round table for group work
Chart Stand
Pencil sharpener
First aid kit
Shoe shine kit

Speech and Language

Picture books with large pictures of familiar objects and scenes
Books with simple stories
Box of familiar objects
Family figures (puppets or dolls): Mother, Father, and the like
Community figures: Postman, Policeman, and the like
File of pictures featuring familiar items such as food and furniture
Cartons and cans
Telephones
Language Kits

Music

Phonograph
Phonograph records
Rhythm instruments (drum, tom-tom, cymbals, tambourine, castanets, wrist bells, sand blocks, triangle, rhythm sticks, jingle clogs)

Outdoor Play

Adjustable basketball goal with backboard
Balance boards
Rubber balls
Skipping ropes
Bean bags

Weaving and Basketry

Simple weaving frames
Wool, yarn, string

Nature Study

Simple hand tools for gardening
Aquarium-terrarium
Pet cage
Window boxes or flower pots

Painting

Finger paint, dry powder paint, tempera, poster paint, water colors, enamel
Brushes
Double easel
Paper and newsprint

Modeling

Clay, plasticine, play dough

Tracing and Coloring

Crayons
Coloring books, scrapbooks
Pencils, beginner's, thick lead

Cutting and Pasting

Paste, Brushes, Scissors, short blunt ends. Paper: construction, drawing manila, oak tag, tracing, wrapping

Suggested Items for Young Children

Self-Help

Dressing: "Dress up" clothes with buttons, zippers, fasteners, and the like
Grooming: mirror, soap, face cloth, paper towels, toilet paper, facial tissues
Eating: Dishes, silverware, table napkins, drinking straws, place mats, trays, hot plate
Resting: Rest cots, blankets from home

Manipulative Materials

Building blocks (large, hollow of different sizes)
Form boards

Playhouse

Furniture
Housecleaning toys, mop, sweeper, dustpan
Housekeeping toys, dishes, pots, pans iron, ironing board
Dolls, doll clothes, doll buggy
Doll house and furnishings
Wooden construction toys

Play Materials

Sandbox
Tricycles and wagons
Climbing stairs
Wooden beads and colored spools, long tipped lacers for stringing
Picture puzzles, wooden judy and jigsaw type
Peg boards and colored pegs
Spool boards and colored spools

Suggested Items for Older Children

Housekeeping

Stove
Refrigerator
Cooking table
Cookbook for recipes
Cupboards
Cooking utensils, sponge, dish towels
Garbage can
Broom, floorbrush, dustpan
Vacuum cleaner
Bucket and press, mop
Dustcloth
Washing machine and dryer
Iron
Ironing board
Bed
Bed linen
Sewing machine
Tapestry needles (blunt ends)
Sewing needles
Remnants, yardage, felt, burlap

Gardening and Yard Work

Hand clippers
Rake, hoe
Edger
Lawn mower

Woodworking

Workbench
Sawhorses
Tool rack
Small tools
hammers, crosscut saw, brace and set of bits, C clamps, wood file, pair cutting pliers, pair tin snips, screwdriver, coping saws
Sandpaper

Play Materials

Light bat and indoor baseball
Light catching mitt
Rubber balls of various sizes
Basketball and net for basket
Small football
Ring toss game

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